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Plane Geometry. By WALTER BURTON FORD and CHARLES AMMERMAN.

Edited by E. R. HEDRICK. New York: Macmillan, 1913. Pp. 213+xxxi. Cloth, \$0.80.

Teachers will welcome this book as another addition to that small but growing group of textbooks on geometry that have deviated decidedly from the traditional, old-fashioned textbooks, both in the character of their content and in the manner of the presentation of the subject to the pupil. This book does not go so far in some things as some other books of this group do. It contains a modest number of practical problems. Many teachers will wish that there were more of these. The number of theorems is somewhat less than in the older books. The formal geometry is preceded by an introduction, consisting of 34 pages, which presents the fundamental notions of geometry, shows a number of the constructions of geometrical figures with the straight-edge and compasses, and assumes some of the simpler theorems, such as that all straight angles are equal, etc. Although most of the proofs are given in full, in some the reasons for steps are omitted, and in a few the entire proof is left to the pupil. Incommensurable cases are given, but with suggestions that they may be omitted. The trigonometric ratios are introduced in connection with proportion in similar triangles.

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The School System of Norway. By DAVID ALLEN ANDERSON. Boston:
Richard G. Badger, The Gorham Press, 1913. Pp. 232. \$1.25.

At the present time when our school system is being scrutinized so carefully, any study which enables us to consider our organization in a comparative way is desirable. Heretofore very little has been generally known concerning the Scandinavian school systems. This has been true largely because the Scandinavian countries are not in the most usual routes of European travel and because the languages are not so well known as the German and the French. Undoubtedly the schools of Norway and Sweden furnish most valuable object-lessons to the rest of the world. Judging from Dr. Anderson's book, few countries are more eager for the benefits of education than Norway. Through their system of common schools, technical schools, normal schools, and universities, they have secured a degree of educational adjustment not surpassed by any other country. Norway has furnished a great many illustrious statesmen, scientists, and literary masters, and is also a country abounding in men of a high type of valor, physical prowess, honesty, and industry, and consequently the educational ideals and practices which prevail there should be worthy of most careful consideration. Heretofore only fragmentary accounts of Norway's educational system have been available in the English language. At the writer's suggestion, Mr. Anderson made a trip abroad for the purpose

of studying the system at first hand. His intimate acquaintance with the language was a prime essential in acquiring an understanding through observation and reading. That he has made an accurate interpretation is attested by the Foreword by one of Norway's eminent scholars, and that he has made an interesting account will be conceded by all who peruse the pages. The writer of the Foreword, Dr. Otto Anderssen, is principal of the Pedagogical Seminary affiliated with the University of Christiania. He makes the following statement: "I have, with great pleasure, read through Mr. David A. Anderson's presentation of Norway's school system and found it in all essentials correct, complete, and illuminating. Through personal observation, conversation with competent men, and study of the most important literature, the author has succeeded in getting a clear and exact view of the Norwegian school methods and characteristic forms of work in their historical development and present condition. His reflections and judgments testify to pedagogical insight and independence of views."

The book contains four chapters, each with several subdivisions. The introductory chapter contains a brief sketch of the history of Norway, the statement of some national characteristics and ideals, a brief consideration of the distribution of schools and pupils, the organization of the schools in relation to the state, commune, and city, and a statement of some of the general features of the inner organization of the schools.

Chap. ii is an intensive study of the teaching staff. In it there is a consideration of the qualification and certification of teachers, the training of teachers, their official titles, their tenure of office, and salaries.

Chap. iii discusses the courses of study in the state schools. Attention is first paid to the rise and development of the present form of the curriculum. Then follows a discussion of the primary school, the middle school, and the gymnasium, with the courses of study in each.

Chap. iv is devoted to interpretative conclusions. In this chapter characteristic topics deal with the relation of the schools to the ideals of the people.

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Mechanical Drafting. By H. W. MILLER, M.E. Peoria, Ill.: The Manual Arts Press, 1913. Pp. 219.

This volume was prepared by the author to supply his students with the information formerly presented in his class lectures. The material has been well chosen and forms an excellent course in general engineering drafting. It preserves a desirable balance between theory and practice and gives the student much useful information which does not come, necessarily, within the scope of mere drafting.

The extent to which the book may be used as a text by others will depend largely upon their agreement with the author as to the selection of his material.